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| **Name of Lesson:** Reconstruction under Construction | | **Materials:**  **Technology: Powerpoint, Glogsters, and the Internet** |
| **Standard(s) and Element(s):**  **ELA5C1 The student demonstrates understanding and control of the rules of the**  **English language, realizing that usage involves the appropriate application of**  **conventions and grammar in both written and spoken formats. The student**  **a. Uses and identifies the eight parts of speech (e.g., noun, pronoun, verb, adverb,**  **adjective, conjunction, preposition, interjection).**  **b. Expands or reduces sentences (e.g., adding or deleting modifiers, combining**  **or revising sentences).**  **c. Uses and identifies verb phrases and verb tenses.**  **d. Recognizes that a word performs different functions according to its position**  **in the sentence.**  **e. Varies the sentence structure by kind (declarative, interrogative, imperative,**  **and exclamatory sentences and functional fragments), order, and complexity**  **(simple, compound, complex, and compound-complex).**  **f. Uses and identifies correct mechanics (e.g., apostrophes, quotation marks,**  **comma use in compound sentences, paragraph indentations) and correct**  **sentence structure (e.g., elimination of sentence fragments and run-ons).**  **g. Uses additional knowledge of correct mechanics (e.g., apostrophes, quotation**  **marks, comma use in compound sentences, paragraph indentations), correct sentence**  **structure (e.g., elimination of fragments and run-ons), and correct Standard English**  **spelling (e.g., commonly used homophones) when writing, revising, and editing.**  **SS5H2 The student will analyze the effects of Reconstruction on American life.**  **a. Describe the purpose of the 13th, 14th, and 15th Amendments.**  **b. Explain the work of the Freedmen’s Bureau.**  **c. Explain how slavery was replaced by sharecropping and how African-Americans**  **were prevented from exercising their newly won rights; include a discussion of**  **Jim Crow laws and custom** | | |
| **Identify Desired Results** | | |
| **Enduring Understanding(s):** | **Essential Question(s):** | |
| Grammar:  Itty Bitty Picture: Understanding basic grammar concepts, like in standard ELA5C1, will cause grades to improve from passing the test.  Small Picture: Understanding basic grammar concepts, like in standard ELA5C1, will not only cause grades in English to improve, but every subject all year long.  Medium Picture: Understanding basic grammar concepts, like in standard ELA5C1, will enhance the quality of informative, persuasive, and imaginative texts. Understanding this material is the golden ticket to passing the CRCT.  Big Picture: Once those writing styles and mechanics have been mastered students will be able to pass the 5th grade and move to middle school then high school.  Super-Sized Picture: Every year teachers will be referring to the standard ELA5C1 and building on top of what you already know. Once a student graduates high school, this standard will assist in the necessary daily writing tasks that life requires.  History:  Small Picture: Knowing history, like in standard, SS5H2, will cause grades to improve from passing the test.  Medium Picture: Knowing history, like in standard, SS5H2, is the golden ticket to passing the CRCT.    Big Picture: Passing 5th grade and the CRCT grants the passage of moving to middle school and then high school where every year history is reviewed and built on with new details and cause & effect scenarios.  Super-Sized Picture: A wise man once said, “History repeats itself.” Students who desire a job that has any human contact should know history. Ignorance breeds fear, hate, and darkness. Similar mistakes made in the past can be avoided as a whole society or by individuals. | 1. What are the eight parts of speech?  2. Is there such thing as too much or not enough comas?  3. When do I use quotation marks?  4. How does the verb change when I change the tense?  5. What are the different types of sentences?  6. How do you classify the complexity of a sentence? | |
| **What will students understand as a result of this plan?**  **1. Students will identify the eight parts of speech.**  **2. Students will recognize what a grammatically correct sentence.**  **3. Students will know how to correct grammatically incorrect sentences.**  **4. Students correctly use verb tenses.**  **5. Students will identify the type of sentence.**  **6. Students will identify how complex sentences are.** | **What questions will focus this plan?**  **1. Did you know different sentence types have different meanings?**  **2. What if there was no change or expression in your voice when you talked out loud?**  **3. How could you tell if someone’s words had different meanings?**  **4. What makes a sentence simple or complex?**  **5. Can anyone give an example of a simple sentence?**  **6. Can be combined into one?**  **7. Can anyone explain what a complex sentence is and give an example.**  **8. Can anyone tell me what a conjunction is?**  **9. Can someone give me an example?**  **10. What makes a sentence complex?**  **11. How can you tell if a sentence is complex?**  **12. What happens when you combine two complex sentences with a conjunction?**  **13. What is a fragment?**  **14. What does a fragment look like?**  **15. Typically, are fragments considered functional sentences with all its parts and can stand on its own? Why or why not?**  **16. Is there an exception to this? If so, explain your reasoning?**  **17. Can anyone name a functional fragment they can think of or seen before?**  **18. What is a preposition?**  **19. What is a prepositional phrase?**  **20. Do they both do the same or different things in the sentence?**  **21. How can you easily identify them?**  **22. What do prepositional phrases tell about the sentence?**  **23. Can anyone name a preposition or preposition phrase?**  **24. When someone is talking in a story, how do authors show the dialogue?**  **25. How do the quotations help the reader?**  **26. Are there other times you would use quotes when reading?**  **27. How does this help the reader?**  **28. Is there other punctuation involved when using quotations?**  **29. How do I know when to use quotations?**  **30. What is a coma?**  **31. What function does a coma do in a sentence? 32. When do you use a coma?**  **33. Is there such a thing as too many comas?**  **34. Is there such thing as not enough comas?**  **35. What ending do you use when talking about an action done in the past?**  **36. Can you put –ed on every single word to change the action to the past?**  **37. Can anyone give an example of each?**  **38. Do words change to indicate future?**  **39. Can anyone give an example?**  **40.** | |
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| **Determine Acceptable Evidence (Assessment)** | | |
| **What evidence will show that students understand . . .** | | |
| **Performance Task(s):**  **Participation in whole group, centers, and small groups.**  **Presentation in the Unit Project.** | | |
| **Other Evidence: (quizzes, observation, work samples, etc.)**  **Pre-Assessment, Daily Pre-Game Writing Activities, Work Completed in whole and small group, Ticket out the Door, Unit Project, Review, and Final Assessment.** | | |
| Plan Learning Experience and Instruction | | |
| **Given the targeted understandings, other lesson/unit goals, and the assessment evidence identified, what knowledge and skills are needed?** | | |
| **Students will need to know . . .**  **1. Students will identify the eight parts of speech.**  **2. Students will recognize what a grammatically correct sentence.**  **3. Students will know how to correct grammatically incorrect sentences.**  **4. Students correctly use verb tenses.**  **5. Students will identify the type of sentence.**  **6. Students will identify how complex sentences are.** | **Students will need to be able to . . .**  **1. Students will identify all eight parts of speech by underlining/circling the different parts in writing crazy cooky tales center, instruction, and daily pre and post writing activities.**  **2. Students will recognize what a grammatically correct sentence is and how to fix an incorrect one through practice and instruction.**  **3. Students will use and understand verb tenses by completing work in centers, daily pre and post daily writing activities, project, and instruction.**  **4. Students will identify what type of sentence (declarative, interrogative, imperative, or exclamatory) through small and whole group, pre and post daily writing, project, and centers.**  **5. Students will understand and identify the complexity of the sentence, by small and whole group, pre and post daily writing, project, and centers.** | |
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| **What teachings and learning experiences will equip students to demonstrate the targeted understandings? Daily Pre-game writing activities, Whole group that targets the needs of all students, small group lessons that are tailored made to fit the need of each groups, centers that focus on each subject with writing activities, daily ticket out the doors, and the student-made unit project.** | |
| **Hook:** | **Prior Knowledge: Prior knowledge, groups, and the lessons will be assessed by the pre-assessment. Each lesson will be tailored made to fit each group’s individual needs based on the prior knowledge of each student.**  **Pre-Unit Activity:**  **On the first day I will explain my unit’s inner workings and scheduling. In detail, students will know what standards they will be covering, what groups they belong to, the differentiated materials in each, how the center rotation works, task roles, and the modeling of reciprocal teaching which the students will do in the SENTENCE and “Read, Write, and Conquer” center. Also, I will explain my expectation of the grammar final project. I will eloquent this information using powerpoint and modeling.** |
| **Rationale for type instruction (D), (CL), (PB)** | **During Unit Activity**  **Direct Instruction by Days: -**  **Day 1: “What do you mean” Sentences: Interrogative, Imperative, Exclamatory, and Declarative. I will introduce and lead one of the two most commonly missed questions on the pre-assessment through powerpoint whose examples are centered around the social study standard, SS5H2 , pictures, songs, guided practice, and asking engaging questions:**  **Day 2: “What’s your type” Sentences-simple, compound, complex, complex-compound, and functional fragments: I will introduce one of the two most commonly missed questions on the pre-assessment Using a powerpoint whose examples are centered around the social study standard SS5H2, pictures, songs, guided practice, and asking engaging questions.**  **Day 3: To discuss a new grammar concept, prepositional phrases, I will use a powerpoint whose examples are centered on the social study standard SS5H2, pictures, songs, guided practice, and ask engaging questions.**  **Day 4: To discuss 2 new grammar concept, quotations and coma splices, I will use a powerpoint: whose examples are centered on the social studies standard SS5H2, pictures, songs, guided practice, and ask engaging questions.**  **Day 5: To discuss a new grammar concept, verb tenses, I will use a powerpoint: whose examples are centered on the social studies standard SS5H2, pictures, songs, guided practice, and ask engaging questions.**  **Day 6: Students will review all the week’s grammar in jeopardy styled guided practice and receive their study guides. All of their center’s work, daily whole and small group lessons, and work from each will help students answer the questions.**  **Cooperative Learning by Days:**  **Day 1: We will practice identifying the different parts of speech, verb tenses, and sentence revisions (capitalization, punctuation, prepositions, and comma splices.)**  **Day 2: We will practice verb tense, sentence revision (capitalization, punctuation, conjunctions, prepositional phrases, quotations, and comma splices), and sentence types.**  **Day 3: We will review sentence revisions (prepositional phrases and comma splices), Verb Tenses, and Sentence Types.**  **Day 4: The lowest two groups will spend half the class time in centers and the other half in small group.**  **Day 5: The remainder of class time will be halved with center completion and additional guided practice for unclear concepts for groups one and two.**  **Day 6: The remainder of class time will be halved with center completion and additional guided practice for unclear concepts for groups one and two.**  **Problem Based Learning:**  **The “Reconstruction under Construction” centers were designed from Georgia Performance Standard ELA. Each center addresses a skill students will master using hands on activities, guidance from teachers and peers, and repetition from the whole and small group lessons; while simultaneously reviewing concepts that follow along the history unit Reconstruction, GPS SS5H2.**  **Center 1: Small group provides students the opportunity to tap into prior knowledge, clarify any unclear skills, and provide guided practice for newly learned skills. Small group lessons were created by questions from the pre-assessment that were missed by a certain group. This center will help each individual student master the whole standard.**  **Center 2: First, students will read about reconstruction, fill out their graphic organizers based on their assigned task, and discuss the information they obtained with the group. From there, students will create grammatically incorrect sentences based on the passage and include the same sentences written correctly. There must be one declarative, interrogative, imperative, exclamatory, simple, compound, complex, functional fragments and complex-compound sentence. Students will leave there sentences for the next group to solve. Due to the fact, centers change every day every group will have the opportunity to read, write, and conquer the center. This shows mastery of ELA5C1e,b and f.**  **Center 3: Students will fill out 3 crazy cooky writing activities (like madlibs) and read them out loud. Each student will receive on sheet that asks them to name different parts of sheet that the will fill out first without looking at the second sheet and another sheet with the words they will fill in from the first sheet. Then the student must write 3 sentences about reconstruction and underline the parts of speech each in a different color. This shows mastery of ELA5C1f, g, a, and c**  **Center 4: First students will read their “level up books” about reconstruction, fill out their graphic organizers based on their assigned task, and discuss the information obtained with the group. They will read the book, fill out a graphical organizer. Then using all the group’s graphical organizers, students will choose which topic they want to write a paragraph. This shows mastery of ELA5C1f and g)**  **If any group finish their center before class is over they may choose to work on their unit project.** |
| **Differentiation: (needs, interests, abilities of learners)**  **1. The powerpoint will provide the necessary information presented in many different learning styles.**  **2. The lesson is designed to fit the needs of the class determined by the pre-assessment.**  **3. The examples will be the social studies SS5H2 to provide more repetition for other content.**  **4. The powerpoint and guided practice will be the building blocks for the independent practice in centers.**  **5. There are enough teachers for every group to support struggling students.**  **6. Group One had the lowest background knowledge and grammar skills, based on the pre-assessment. Therefore, two additional days of small group are included to provide additional instruction, guided practice, and mastery of unclear concepts.**  **7. The small group lesson will be a grade level lower than the student with the “lowest” ability level; the guided practice will be on grade level. Lastly, the independent practice will be slightly above level for the students who can easily master it.** | **After Unit**  **Conclude: (Provide Opportunity to Rethink/Revise)**  **Students will get into groups and present their end of the unit grammar project. While a student is presenting, the other members of the group are responsible for actively listening, asking questions, and grading their peer on their presentation.**  **In groups and with a teacher, students will finish their study guides, review for the test, and use the teacher in their group as a resource to clear up any confusing concepts.** |

**Reflect:**

* **What went well?**
* **What would I modify?**
* **What learners increased their knowledge of subject matter?**

**Did my assessment meet my goals to guide future instruction in this area?**